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ABSTRACT

The 19 page report describes the goals, objectives, activities, accomplishments, recommendations, and conclusions of a two-year project to establish a junior high school career education program. The project was designed to: (1) provide career exploratory experiences through integration of career education into all subjects and visitation of area resources and work sites and (2) assist students in developing a positive self-image and a positive attitude toward work. Program implementation was facilitated through teacher inservice and visits to observe career education programs in other schools. A summer writing team of staff members developed curriculum materials, resource files, and slide-tape presentations. Project outcomes included activities booklets for each major subject area. A third party evaluation report by two administrators from Minot State College is included, and reviews the accomplishments of the project in terms of stated objectives. Teacher and student attitudes are also assessed from analysis of data collected, classroom visits, and conferences. Administrative support was a major factor contributing to the success of the project. Appendixes comprise about half the document and include: a teacher survey of career development concepts, data on the writing team effort, and a staff personnel directory and resource file indexed by name, interest (hobbies), and job (work experience). (Author/RG)

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FINAL REPORT

Project No. V361045L
Grant No. OEG-0-73-3015

Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Carrol E. Burchinal
North Dakota State Board for Vocational Education
900 East Boulevard Avenue
Bismarck, North Dakota 58505

April 30, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS

		Page
I.	Title Page	ii
II.	List of Tables	iv
III.	Summary of the Report	1
	A. Duration of the Project	1
	B. Goals and Objectives	1
	C. Procedures Followed	2
	D. Results and Accomplishments	3
	E. Evaluation	4
	F. Conclusions and Recommendations	4
IV.	Body of the Report	6
	A. Statement of the Problem	6
	B. Goals and Objectives	6
	C. Project Design and Procedures	8
	D. Results and Accomplishments	11
	E. Evaluation	19
	F. Conclusions and Recommendations	36
V.	Appendices	38
	A. Appendix A	39
	B. Appendix B	41
	C. Appendix C	45
	D. Appendix D	49
	E. Appendix E	51
	F. Appendix F	53
	G. Appendix G	57
	H. Appendix H	59
	I. Appendix I	75

VT 102957

LIST OF TABLES

			Page
Table I	-	Career Curriculum Development Areas	12
Table II	-	Student Needs for Careers	13
Table III	-	Career Survey - "T" Test - Career	13
Table IV	-	Career Education - Personal - Social Need . .	14
Table V	-	Career Survey - "T" Test - Personal - Social .	15
Table VI	-	Mid-Year Teacher Survey	19

SUMMARY OF THE REPORT

A. Duration of Project:

The time period covered in this final report extends from June 15, 1973 to March 15, 1975. The March 15 termination represents a 90-day extension from the original December 15, 1974 date.

B. Goals and Objectives:

This research and development project was initiated to establish a meaningful and comprehensive career education program at the junior high school level designed to provide career orientation and meaningful exploratory experiences for students. Specifically, the project was designed to:

1. Provide enhanced opportunities for students to have exploratory experiences in various career fields through:
    a. Integration of career development activity into all junior high subjects.
    b. Visitations to community resources, not as a field trip, but to experience the activities of the employees.
    c. Field excursions to work sites.

2. Provide students opportunities to become aware of possible career field choices.

3. Assist students in developing a positive self-image.

4. Assist students in attaining a positive attitude toward all work.

It was further the purpose of the project to assist teachers in helping students attain these goals by:

1. Providing in-service training to staff members in:
    a. Introducing junior high school teachers to career education and its benefits to students.
    b. Providing teachers an exposure to self-enhancing education.
    c. Developing new and innovative teaching techniques.
    d. Experiencing curriculum change.

2. Providing opportunities for junior high staff observation of how other school systems are providing career education.

3. Providing opportunities for junior high staff to experience a variety of career fields.

4. Assisting junior high staff in selection of instructional material.

5. Providing time for writing of new curriculum and redesigning the existing curriculum.

The total scope of the project had an overriding component of guidance and counseling. Therefore, the guidance departments in each of the junior high schools became an integral part of all project goals and objectives.

C. Procedures Followed:

The major goals and objectives of this Research and Development Project were developed and implemented under the direction of Dr. Lowell Latimar, Assistant Superintendent, Minot Public School Systems. In addition to Dr. Latimar, an advisory committee was established to give general direction to the project. The committee consisted of administrators, teachers, parents and students.

The specific approach to implementation of the project was based on a seven phase approach as outlined in the original proposal. The seven phases included:

1. An in-service training session for all junior high school teachers, principals and counselors.

2. Scheduled visitations to existing career education project sites for observation.

3. Selection of a curriculum writing team that would represent the various disciplines.

4. A summer writing session in which participants developed curriculum materials, community resource lists, school personnel resource file and slide-tape presentations.

5. Implementation and field testing of curriculum and resource materials during the school year.

6. Mid-year in-service workshop designed to review curriculum materials and progress toward objectives.

7. Curriculum revision of all materials developed.

In addition to these phases, the project called for an on-going evaluation of all project objectives. This evaluation consisted of an internal process, as well as, the third party evaluation

component.

D. Results and Accomplishments:

The primary results and accomplishments of this Research and Development Project in Career Education can be summarized as follows:

1. An extensive community resource file was developed for the junior high school level.

2. A listing of junior high staff and their hobbies, occupational interests and occupational expertise was developed. These individuals are available to all junior high school students.

3. A series of classroom activities were developed for the various curriculum disciplines. A listing of these activities can be found in the Body of this Report.

4. Each junior high school teacher, principal and counselor received in-service instruction on Self-Enhancing Education Techniques.

5. Pre-post evaluation instruments were administered through the project. Significant results of these instruments can be found in the Body of this Report.

6. A number of junior high school staff members had the opportunity to visit out-of-district career education programs. The positive reactions of this experience set it apart as a significant part of the total project.

7. Nineteen 30 minute video tapes were developed. These video tapes represent a variety of occupational opportunities and are available to all junior high school teachers for classroom use.

8. An occupational resource center of commercial audio-visual materials was established. All materials were previewed prior to purchase by a committee of classroom teachers. Each junior high school has a complete career education resource catalogue. Orders called in will be received the following day.

9. Mid-year teacher surveys were conducted. Results of these surveys revealed career education as an accepted educational practice in the junior high schools at Minot.

10. An advisory committee for career education was established. This committee, consisting of citizens of the Minot

community will continue after the termination of the project.

E. Evaluation:

All components of this project were evaluated in terms of a product and process evaluation. It was the design of the project to contract with an independent third party evaluation team for the purpose of assessing the effectiveness of each project component, as well as, the overall value and success of the total project. All materials and data collected through the internal Research and Development activities were made available to the third party evaluators for use in their independent assessment.

The independent third party evaluators for this project were Dr. James Brandt and Dr. Dale Atwood, both of Minot State College. This evaluation team had three basic components in their evaluation design:

1. Review project objectives.
2. Assess activity midway through the project.
3. Assess conclusion reached and effectiveness of project activities.

In addition to the process evaluation, the third party evaluation team developed project measures of student outcomes for the junior high school student population. Instruments were used to evaluate the status and development of student concepts and behaviors. Data was collected in a manner which followed students' progress through each component of the project. A detailed summary of the evaluation procedure and findings can be found in the Body of this Final Report.

F. Conclusions and Recommendations:

As a result of this Research and Development in Career Education, a variety of conclusions and recommendations can be made. Basically, each of the conclusions is a result of the project components that are outlined in the "Goals and Objectives" portion of this report. A detailed statement of conclusions and recommendations can be found in the Body of the Report. The following items illustrate a number of general observations:

1. Teachers recognize that career education is a valid educational concept and accept the approach to its implementation in the junior high school.

2. Utilizing community resources is a necessary part of an on-going career education program. Students need actual observation and "hand-on" experiences as a supplement to their classroom activities.

3. Student/counselor relationships need to be improved. Evidence exists that students do not fully understand the role of the counselor in the school system.

4. A system of audio-visual dissemination needs to be established. When a central resource center does not exist, full utilization of resource materials is questionable.

5. Relationships between school subjects and the world of work must exist. Students do not readily draw inference between their subject matter and the out-of-classroom application.

6. Articulation between subject matters and grade levels needs to be improved. This is true not only at the junior high school level, but throughout our educational structure.

7. Self-enhancing education is an important component of career education. A knowledge of one's interests, abilities, aptitudes, values and goals become a crucial part of one's self concept.

BODY OF THE REPORT

A. Statement of the Problem:

One of the primary goals of education is the development of students to their fullest potential. Educators should provide a curriculum that will aid a student in making wise decisions about career choices according to their own interests, values, aptitudes and achievements.

Historically many students are in a three phase high school program:

> Academic, general or vocational. Yet, many students do not know the options in careers. Their exposure to the many career choices in our expanding world is limited. It is said that our young people will change occupations three to five times in their lifetimes. The knowledge about career choices is imperative and students must be exposed to the many opportunities available that will satisfy the demands of their lifestyle.
>
> Minot Junior High School educators believe that an on-going infused career education program, assisted by the guidance counselor, will help students with their reasoning and thinking about career choices available to them.
>
> In the elementary schools, the child learns the fundamental skills of communication (written & spoken), arithmetic computations, social skills and basic concepts of the world about him. The junior high school level needs a bridge to gap the chasm between the elementary and secondary portion of their education; whether it be an academic, general, or vocational program. The bridge can be career education.

Career Education will provide opportunities for developing self-understanding, career awareness, values regarding work, leisure time pursuits and decision-making. It will allow for the exploration of many kinds of jobs and resultant life styles.

B. Goals and Objectives:

The goals and objectives of this project were consistant with those set down by the U.S. Office of Education Policy Paper No. AVTE-V72-11. The specific goals and objectives of the project, as stated in the original proposal, are summarized below:

1. It shall be the purpose of this project to assist students by:

   A. Providing enhanced opportunities for students to have

exploratory experiences in various occupational career fields through:

(1) Visitations to community resources, not as a field trip, but to experience the activities of the employees.

(2) Field excursions to work sites.

B. Providing students opportunities to become aware of possible career field choices.

C. Assisting students to develop a positive self-image.

D. Assisting students to attain a positive attitude toward all work.

The total component and scope of the project shall have an over-riding program of guidance and counseling. It shall, therefore, be a purpose of this project to provide in-service for counselors similar to that of the other staff members.

2. It shall further be the purpose of this project to assist teachers in helping the students attain these goals by:

A. Providing in-service training to staff members in:

(1) Introducing teachers to career education and its benefits to students.

(2) Providing education which has self-enhancing techniques to teachers.

(3) Developing with staff a study of and development of teaching techniques.

(4) Experiencing curriculum change.

B. Providing opportunities for staff observation of how other school systems are providing for career education.

C. Providing opportunities for staff to experience a variety of career fields.

D. Assisting staff in selection of instructional material.

E. Providing time for the writing of new curriculum and the re-designing and writing of the existing curriculum.

C. Project Design and Procedures:

Design:

The general design of this Part C Research and Development Project in Career Education provided for establishing a curriculum of infused student activities along with the classroom subject matter. The student activities were related to information about career opportunities, to values system, to reasons for learning, to life-style and to the concept that all work has dignity. A vital section of this project was the concept of self-worth. The collection of data about abilities, aptitudes, achievement and its acceptance of this information to help individuals make more realistic decisions about their high school program was a primary goal. The guidance counselor and teachers were the facilitators in the data collection process.

Location of Project:

The activity provided for in this grant request was conducted in the Minot Public School District #1, City of Minot, County of Ward, State of North Dakota. All project work was situated in the junior high schools of this district.

Site Description:

The project was housed in the three junior high schools of the district; Jim Hill, Memorial, and Erik Ramstad Junior High Schools. These schools are staffed with eighty-two teachers and three counselors. All were involved. Also included in the project activity were three elementary counselors. The student population totals 1,681 and is distributed as follows:

School	Grade 7	Grade 8
Erik Ramstad Junior High	302	300
Jim Hill Junior High	289	306
Memorial Junior High	234	205

The Minot community has a population base of approximately 50,000 people. This includes an airforce base housing unit of 18,000 people. The area is economically dependent to a large degree on agriculture. The airforce base causes a heavy transitory school population for the Memorial Junior High School. Title I, Public Law 89-10 ESEA, funding has been used heavily in providing supplemental basic skills education at the elementary school level. The Jim Hill and Erik Ramstad Junior High Schools have federal disadvantaged students from the target schools of the district. Total school population, grades one through twelve, is 9,920 as of November 1, 1972. The distance from population concentrations has kept students from having cultural opportunities and there is a resultant deprivation with regard to exposure to career possibilities.

Procedures:

Through this research project, a seven phase approach was designed and implemented to satisfy the objectives as stated in the original proposal. The seven phases are as follows:

1. In-service for all junior high school teachers, principals, and counselors. Included in these in-service sessions were:

   A. Three hour orientation to "Career Education Composite Crest" answering the following questions: (Composite Crest is found in Appendix A.)

      (1) How do I see the Career Education Program now?

      (2) What do I, as a teacher, expect from the guidance counselor?

      (3) How do students presently see me?

      (4) How do I wish my students would view me?

      (5) Why do I believe a career education is needed?

      (6) What is our school system's greatest need?

   B. Three hour in-service to "Reading In The Content Field."

   C. Three hour in-service to "Self-Enhancing Techniques for Teachers."

   D. Survey of "Secondary Career Development Concept." (Appendix B)

2. Visitation to Career Education Project Sites.

   A portion of the project budget was utilized by sending junior high school teachers, principals and counselors to Career Education Project sites to observe and talk with teachers, coordinators, review curriculum and formulate ideas for a program that would meet career education needs at our level. A listing of visitations can be found in Appendix C.

3. Selection of a Curriculum Writing Team

   A form letter was sent to the junior high school staff members asking them to apply for summer writing positions and a staff training workshop sponsored by Minot State College, University of North Dakota and North Dakota State University workshop, "Bill Martin Workshop for

Elementary and Secondary Teachers." (Appendix D)

The following team was selected by the Assistant Superintendent and Secondary Supervisor:

(1) Seven junior high school teachers.

(2) One elementary teacher.

(3) One secondary teacher.

(4) One junior high librarian.

(5) One junior high counselor.

(6) One central administrator.

Appendix E contains the names of the writing team.

4. Summer Writing Project

A. Job Description & Duties

(1) Define Career Education. (Appendix F)

(2) Develop general objectives. (Appendix F)

(3) Develop a student pre and post survey. (Appendix F)

(4) Develop student curriculum projects in all junior high subject areas.

(5) Evaluate and select career education resource materials that will complement the student curriculum projects.

(6) Establish an advisory council members from interested community citizens. (Appendix F)

(7) Develop a slide-tape presentation on Career Education to be used by PTA, civic organizations and all teachers, administrators, counselors in the Minot Public Schools.

(8) Develop a community resource file for guest speakers.

(9) Develop a school personnel resource file for guest speaker.

5. Field testing student curriculum projects and resource materials during 1974-75 school year.

6. Mid-winter two hour in-service workshop.

   Review of the student curriculum material, resource materials, and preview the slide-tape, "Career Education," prepared by the summer writing team.

7. Curriculum Revision.

   A. Update Career Education Resource Materials Bibliography.

   B. Revise the slide-tape presentation.

   C. Revise the student activities curriculum.

   D. Produce 19 -- 30 minute video tapes about various occupational areas. The video tape titles are listed in Appendix G.

   E. Update community resource file on varied career opportunities.

D. Results and Accomplishments:

The "Results and Accomplishments" portion of this report is based on the various project goals and objectives. The information is presented as an overview of each project objective. Each purpose presented is followed by a summary statement of results, tables, where appropriate, and evaluation comments.

Purpose 1:

Providing enhanced opportunities for students to have exploratory experiences in various occupational career fields through:

A. Visitations to community resources; not as field trips, but to experience the activities of the employees.

B. Field excursions to work sites.

Result:

This component part was not fully met because of economic conditions during the past year. As an alternate activity, the project members have developed the 19 video tapes to bring the work experience to the classroom.

A local resource occupational list of interested community citizens has been established for classroom utilization.

A junior high school staff membership reference has been formulated for each school to include background references on hobbies, other occupational interests and occupational expertise for students. The list includes teachers, administrators, custodians and food service personnel. Students wanting career information available from these lists are put into contact with these resource people by the teacher. A sample from one junior high school is found in Appendix H.

Purpose 2:

Providing student opportunities to become aware of possible career field choices.

Result:

During the 1974 summer writing session, the team developed classroom activities in all areas of the junior high school curriculum. The areas covered are as follows:

TABLE I
Career Curriculum Development Areas

Curriculum Areas	Activities
English	57
Mathematics	38
Science, Earth and Life	49
Social Studies	34
Industrial Arts	10
Home Economics	10
Art	23
Health & Physical Education	21
Music	9
Special Education	40

Each area includes student classroom activities and audio-visual materials to enhance the teaching activities.

The total junior high school student population (1506) was surveyed in November with the following questions to indicate this need. A post-test was administered to the students (1421) in March. The discrepancy in population is due to illness and the transfer of government dependants, namely the Minot Air Force and Boeing Missile construction employees. A sample inventory is in Appendix F.

TABLE II
Student Needs for Careers

No.	I NEED:	Moderate To Very Strong Need	
		Pre	Post
2	To get some "on-the-job" experience	74	72.6
5	To know how to apply for a job	73.5	70.9
8	To know how my interests relate to work	67.9	63.6
10	To know how to interview for a job	77.1	74
11	To have my parents know about my occupational goals	51.5	41.9
16	To get more information on trade schools	53.5	45.2
22	To have access to information about occupations	68.9	64.4
23	To match requirements of a career with my interests	69.3	64.3
25	To know how my aptitudes relate to work	69.4	64.9
27	To know what jobs are available to me	72.8	71.0
29	To have classes on career planning	63.3	56.9
32	To get information about job opportunities	70.6	64.8
33	To know more about specific jobs	73.9	70.1
34	To know more about the world of work	69.2	63.1
36	To have teachers relate subject matter to occupations	62.3	57.1
37	To know how my abilities relate to work	72.9	64.5
40	To know what prior training would be good for a profession	76.5	71.1

The results of the survey indicates that some of the career needs relating to junior high school students are being partially satisfied. Another analysis was done by implementing the "T" test and the results are as follows:

TABLE III
Career Survey - "T" Test - Career

Test	Mean	St. Dev.	"T" Score
Pre-test	54.617	12.745	1.137
Post-test	51.400	13.024	

The results of this analysis indicates no statistical significance at the 95% confidence level. The decrease in the mean indicates that change has taken place. There is some practical change indicated by the percentage decrease as shown in Table II.

Purpose 3:

Assisting students in developing a positive self-image.

Result:

Each junior high teacher, principal and counselor received three hours of in-service instruction on self-enhancing techniques aimed at improving the individual student's self-image. Concurrent and following the in-service sessions another ten hours was provided through another program. Included within the survey were thirteen questions relating to the social-personal area. The percentage change in the moderate need to very strong need decreased in the post-test as shown in the following table.

TABLE IV
Career Education - Personal-Social Need

No.	I NEED:	% of Students' Needs From Moderate To Very Strong	
		Pre	Post
3	To understand, accept, and like myself better	44.4	41.9
4	To associate with a group of kids	47.2	42.6
9	To know how to solve problems with my parents	54.1	52.1
12	To learn how to make decisions	55.8	47.2
15	To set my goals in life	63.1	57.1
19	To develop confidence in myself	58.2	54.8
20	To be a better listener and respond better to others	60.6	55.9
24	To talk about personal concerns with a counselor	37.9	36.3
28	To be more tolerant of views with which I differ	65.6	61.2
31	To learn how to tell others how I feel	57.1	55.5
35	To more easily accept others	50.4	45.5
38	To understand how my feelings affect my behavior	65.1	62.1
39	To build bonds of trust with people	59.8	53.8

The results of the pre-test clearly indicates that on the average 50% of all the students surveyed want or state that a moderate to very strong need is apparent. The post-test indicates a percentage change in the personal-social need. Question twenty-four clearly indicates a communication problem between students and the counselor.

A "T" test was used to analyze the composite Personal-Social areas to determine if there was significant change.

TABLE V
Career Survey - "T" Test - Personal-Social

Test	Mean	St. Dev.	"T" Test
Pre-test	36.811	10.420	.7707
Post-test	35.046	10.434	

The "T" Test indicates that there is no statistical significance at the 95% confidence level.

Purpose 4:

Assisting students in attaining a positive attitude toward all work.

Result:

As indicated in the above Personal-Social survey questions, the results do not indicate any statistical significance but each question indicates a drop in percentage from the pre to the post test results.

Purpose 5:

Providing in-service training to staff members in:

A. Introducing teachers to career education and its benefits to students.

B. Providing education to teachers which has self-enhancing techniques.

C. Developing with staff a study of and development of teaching techniques.

D. Experiencing curriculum change.

Result:

An in-service program was constructed to fulfill these objectives.

Three -- 3 hour sessions were planned and completed covering introduction to career education, self-enhancing education techniques, and reading in the content area.

Session: 1

Introduction to Career Education was accomplished by using a teacher attitude survey on Secondary Career Development Concepts, Secondary Teacher Inventory of Vocational Guidance Awareness, Teacher Attitude Survey. Each section was discussed in relationship to our school system and the project grant.

Session: 2

This session was designed to orient the staff to the program of career education, to determine the effectiveness level of the guidance and counseling program, and to assess the attitude level of the teacher's view of self as they believe the student sees the teacher and the teacher's view of self as he or she would like to be seen. The technique used was the drawing of a crest showing a response to six questions. Each teacher had the opportunity to explain the crest. All teachers and administrators were able to participate and the introduction to the career project was enhanced. The crest questions were: (1) How do I see the Career Education Program now? (2) What, do I as a teacher, expect from the guidance counselor? (3) How do students presently see me? (4) How do I wish my students to view me? (5) Why do I believe a career education program is needed? (6) What is our school systems greatest need? The results were then organized to give a composite picture and concept to each question. The results of this activity were very positive and brought out the thinking of each teacher in the junior high schools.

Session: 3

The self-enhancing education technique sessions were taught by the guidance and counseling department in the Minot Public Schools. The counselors have had special training in this area and have taught the concepts for North Dakota State University through extension services. The areas covered were values systems, transactional analysis, and decision making processes.

Session: 4

Dr. Harold Stolt, Minot State College Reading Specialist, conducted the sessions covering "Reading In The Content Fields." This effort was designed to help teachers provide meaningful school and career orientation experiences. One of the most valuable results were from question and answer

sessions following each presentation. The end result is that students have basic skills, need practice to develop skills, and that everyone needs a reason to learn. Students looking towards a career have a need to read.

Purpose 6:

Providing opportunities for staff observation of how other school systems are providing for career education.

Result:

Each teacher and administrator involved with the junior high school career education project traveled to an out of district career education site. The results of this activity have been very positive. Each participant was required to record their observations about the visit. From these observations, information was used to research further the approaches to career education, in-service for teachers, teaching methods, teaching materials, and student projects. The staff members were particularly enthusiastic about this phase because it provided an opportunity to visit other schools plus getting to know other junior high school staff members.

Purpose 7:

Providing opportunities for staff to experience a variety of career fields.

Result:

Not every staff member had this opportunity. The staff that have developed the 19-30 minute video tapes did shadow their resource people in the various occupations.

Purpose 8 & 9:

Assisting staff in the selection of instructional material, and providing time for the writing of a new curriculum and the redesigning and writing of existing curriculum.

Result:

In each junior high school, a packet of catalogs was provided for the selection of materials to be reviewed for purchase consideration. All teachers could make suggestions for the summer writing team. Visitation to other career education sites added important information about materials. These materials arrived for the summer writing team to evaluate in reference to the curriculum construction and meeting the needs for student

activities. Many of the materials were returned because they did not satisfy our curriculum needs. The previewing of materials was a on-going process during the 1974-75 field testing year. All of the purchased materials are housed in one central location (a junior high school). The writing team's decision to use this approach is based upon the elimination of duplication; therefore, providing a larger variety of materials. Each school has a complete career education resource catalogue and can phone in their requests and receive them the next day.

The writing team (See Appendix E) was selected from teachers and counselors that desired the position. It was held for four hours each day for five weeks. The duties and responsibilities were as follows.

A. Define Career Education (See Appendix E)

B. Establish general objectives (See Appendix E)

C. Write student activities (See Appendix E)

D. Recommend for purchase teaching materials to enhance the teaching process.

E. Establish an Advisory Council. (See Appendix I)

F. Construct a slide-tape presentation for Career Education.

G. Design in-service sessions for other junior high teachers.

H. Develop a community resource file.

All of the above duties were accomplished.

TABLE VI
Mid-Year Teacher Survey

QUESTION	Erik Ramstad School Yes	Erik Ramstad School No	Jim Hill School Yes	Jim Hill School No	Memorial School Yes	Memorial School No	Comp.	
1. Have you utilized any of the suggested Career Education Activities?	12	7	18	8	14	8	46	23
2. Have you used any of the audio-visual materials from the collection at Jim Hill?	2	17	15	11	4	18	21	46
3. Do you feel it is possible to integrate the Career Education Activities in your present curriculum?	16	3	25	1	18	4	59	8
4. Have you used any of the resource people in your building as listed in the resource directory?	14	15	2	24	2	20	8	29
5. In your opinion is Career Education, as defined in your booklet, necessary for 7th and 8th graders?	11	8	24	2	19	3	24	13

The positive responses to the above questions indicate that the Career Education Program concept is an accepted educational practice in our junior high schools but the need for more teacher guidance is evident. Change is taking place but at a slow rate. Perhaps, more time and in-service to the teachers is needed plus refinement in the curriculum's student activities.

E. Evaluation:

The following evaluation represents the finding of the independent third-party evaluators for this Part C Research and Development Project in Career Education. The report appears exactly as submitted by the third party.

EVALUATION OF PROJECT NO. V361045L

GRANT NO. OEG-0-73-3015

Final Evaluation Report

Minot Public School District No. 1
Minot, North Dakota

Dr. Dale D. Atwood, Chariman
Division of Business
Minot State College

Dr. James Brandt
Dean of Students
Minot State College

June 18, 1975

TABLE OF CONTENTS

Preliminary Statement Concerning Evaluation

Review of Grant Objectives 22

Review of Procedure Utilized in Achieving Goals 27

Review of Specific Project Activities 28

1. On-site Field Visitations 28
2. Establishment of Career Advisory Council 28
3. In-service education activities 28
4. Promotional Activities 28

Products of Grant Project 29

1. Films 29
2. Curriculum Guide 29
3. Audio-Visual Materials 32

Observations Concerning Goal Achievement 32

1. Teacher Attitude 32
2. Student Attitude 34
3. Other Observations 35

Recommendations 35

PRELIMINARY STATEMENT CONCERNING

ASSESSMENT OF PROJECT

This report was written with the purpose to be both objective and complete in its coverage. It was, however, impossible for the evaluation team to have all the insights into all activities which have been completed. In addition, the evaluation team was unable to attend a number of the activities which were specifically planned to perpetuate and to implement the program. However, the evaluation team had considerable information to assess the progress made during the project period. This evaluation report has been based on the following:

1. Visits with classroom teachers.
2. Conferences with administrative personnel.
3. Conferences with curriculum writing team.
4. Examination of prepared curriculum materials.
5. Examination of promotional materials.
6. Conferences with students.
7. Review of data concerning student and teacher attitudes.
8. Information from orientation sessions.
9. Informal conferences with counseling staff.
10. Examination of commercial materials purchased.

REVIEW OF GRANT OBJECTIVES

The Grant Proposal outlined the objectives of The Research and Development Project in Career Education by the Minot Public School District No. 1. They were as follows as they relate to students:

1. Providing enhanced opportunities for students to have exploratory experiences in various occupational career fields through

    a. visitations to community resources, not as a field trip, but to experience the activities of the employees

    b. field excursions to work sites

2. Providing students opportunities to become aware of possible career field choices

3. Assisting students in developing a positive self-image

4. Assisting students in attaining a positive attitude toward all work

The interim evaluation report gave an assessment of these objectives at that time. They were assessed as to whether they were being met and whether they were realistic and appropriate. This report will assess the grant objectives in relation to the following criteria:

1. Were objectives realistic and appropriate?
2. Were objectives achieved?
3. What objectives were achieved which were not identified at the time of the grant proposal development?

The following comments relate to student objectives only.

Objective No. 1

Providing enhanced opportunities for students to have exploratory experiences in various occupational career fields through

a. visitation to community resources, not as a field trip, but to experience the activities of the employees

b. field excursions to work sites

The extent to which this objective has been achieved is not known at this time. To achieve this objective will take considerable time and will necessitate the cooperation of the entire staff. It is not realistic that the entire student body could be involved in a visitation or a field excursion because of the magnitude of the undertaking. In addition, the use of staff prepared video tapes may serve a similar purpose. Shadowing a worker or the use of interviews could be viable substitutes.

Objective No. 2

Providing students opportunities to become aware of possible field choices.

From the vantage point of the evaluation team, this objective is very realistic and part of every career guidance program. It is highly probably that this objective will be more fully achieved as the program continues.

There is some indication that those career fields which are prestige and considered white color and professional in nature are emphasized. Determined attempts should be made to stress the merits of all career fields and emphasize the dignity of all jobs. In discussing various career fields and career choices with a group of students, a number of misconceptions were evident concerning those job fields in the service and lower level industries.

Objective No. 3

Assisting students in developing a positive self-image.

Although this objective is a very worthwhile and realistic one, it is the most difficult one to achieve. Suggested self enhancing and value clarification techniques, as suggested in the curriculum guide, could be very effective for some students. There are a large number of different factors which could affect the student's self-image that it may be very difficult to identify and to isolate those things which cause a student to have a poor self image. It is suggested that continued attempts be made to reinforce those influences building a positive self image and to counsel students (counselors, administrators, and teachers) who need help in this area on an individual basis. Certainly the counseling staff working with the instructional staff will play a major role here.

Objective No. 4

Assisting students in attaining a positive attitude toward all work.

This objective is an essential phase of any career education program. Students should be able to identify what work is, the value of work, and the value as it relates to the social, economic, and psychological aspects of an individual. Work affects a person's personal habits as well as his or her life style.

One suggestion should be made at this point. A number of professional authorities are now suggesting that career education must relate to productivity.[1] This could be accomplished perhaps more effectively in certain courses (e.g., economics, consumer education) at the senior high level. However, that does not exempt or eliminate this responsibility at the junior high level. Life style and standard of living are directly dependent upon productivity and may be in jeopardy in the future if the productivity rate continues to decline as it has been doing.

A statement should be made concerning the feasibility and justification of these grant objectives. There can be no argument concerning the justification of these objectives. In addition, evidence does document progress being made toward fulfilling them. It is suggested, however, that the following elements be present in the future implementation of the program if they are not at this time.

1. Productivity as well as the humanistic aspects of career education be the central theme in career education.

1 "Career Education Defined by U.S. Office of Education," Volume LVI, No. 9, Phi Delta Kappan, May, 1975, p. 647.

2. The dignity of all work and the dignity and respect for all workers should be emphasized.

3. Values which center around the individual and his worth as well as values concerning work and leisure time should be stressed.

4. The decision making process should be delineated and experienced by students in career field choice.

A very essential part was to assist teachers in helping to attain these goals. This was to be accomplished by the following:

1. Providing in-service training to staff members in:

   a. introducing teachers to career education and its benefits to students.

   b. providing education to teachers which has self-enhancing techniques.

   c. developing with a study of and development of teaching techniques.

   d. experiencing curriculum change.

2. Providing opportunities for staff observation of how other school systems are providing for career education.

3. Providing opportunities for staff to experience a variety of career fields.

4. Assisting staff in selection of instructional materials.

5. Providing time for the writing of new curriculum and the redesigning and writing of the existing curriculum.

Each of these goals will be assessed separately in the paragraphs below.

Objective No. 1

In-service training to staff members.

Concerning objective No. One, it can safely be said that this objective was achieved with some success. In discussing the concept of career education with teachers at Jim Hill and Erik Ramstad schools, there was sufficient evidence that this objective had been achieved. The natural tendency is to equate career education with vocational education. This seems to have been avoided to a great extent.

Several self-enhancement sessions were held for the faculty during the year with considerable success. In addition, an attempt was also made to orient staff to teaching techniques through an in-service training workshop.

This objective was concerned that staff members experience change. Although it would not be realistic that all staff members will or have directly experienced a curriculum change, it is an important objective in implementing career education. The writing team definitely did have a valuable experience in developing the curriculum guide.

Objective No. 2

Providing opportunities for staff observation of how other school systems are providing for career education.

Documentary evidence indicates that this objective was achieved. A large number of the instructional and administrative staff did visit schools in North Dakota and other states. These observations seemed to do much to develop confidence and enthusiasm for participating staff. Many faculty members indicated that the Minot school system was already doing many of the same things that other schools were emphasizing in career education.

The mid-term report indicated that follow-up activities could have been more effective in relation to these field-type observations. There appeared to be little sharing of information that was learned from these field experiences.

Objective No. 3

Providing opportunities for staff to experience a variety of career fields.

The evaluation team questioned what was involved in this objective. It would be very difficult to have the staff involved in actually experiencing a variety of career fields. However, the objective was construed to mean all experiences which would orient the staff to a better understanding of career fields. To what extent this objective has actually been achieved can be answered best by the school administration. It is truly a worthy objective. There is a question whether faculty are very knowledgeable in how their specialty or subject matter area is related in career fields other than their own. It must be realized, however, that this will take some time to achieve. It would be a good topic for future in-service training workshops.

Objective No. 4

Assisting staff in selection of instructional materials.

The writing team became very knowledgeable about career education materials, both teacher made and commercially produced. The librarian, Mrs. Kathleen Bertoch, and other supervisory personnel assisted in examining hundreds of different items. Materials were purchased and a quality library in career and career related instructional materials was established. The personnel involved should be commended for this aspect of the program. It was very well done.

Objective No. 5

Providing time for writing of new curriculum, the redesigning, and writing of existing curriculum.

Under a separate section of this report, a detailed evaluation of the career education guide is made. Suffice it to state here that this objective was achieved. The guide can stand on its merits and is a culmination of enumerable hours of faculty time. The faculty writing team did have time to develop curriculum materials. The extent to which other faculty had input into the preparation of the materials could be questioned. However, because the committee worked during the summer months, it was impossible to have direct input by other faculty members during this time.

REVIEW OF PROCEUDRE UTILIZED IN ACHIEVING PROJECT GOALS

The process of achieving grant objectives as viewed by the evaluation team included among others the following activities:

1. Development of project
2. Project orientation of the staff
3. Orientation of staff to career project
4. Staff visitations to sites engaged in career education
5. Establishment of library center
6. Recruitment of staff for curriculum writing
7. Development and implementation of in-service activities
8. Writing of curriculum guide
9. Selection of commercially prepared instructional materials
10. Staff orientation to career educational materials
11. Coordinating activities with State Coordinator of Career Education
12. Coordinating activities with evaluation team
13. Formation and utilization of Career Advisory Council
14. Preparation and utilization of film on career education
15. Dissemination and implementation activities
16. Evaluation activities
17. Determination of future activities

Many of the above activities are assessed in other parts of this report. This list is not all inclusive, but it does indicate that project procedure was definitely determined prior to commencement of the project. Activities were planned specifically to achieve the grant objectives. The procedure utilized by the project administrators was efficient in reaching the stated goals.

REVIEW OF SPECIFIC PROJECT ACTIVITIES

On-Site Field Visitations

The school system was very successful in providing opportunities for the involved faculty to visit other school systems. Nearly all faculty did participate in at least one such visit. Probably the greatest value of such visits were the teachers' realizations that it was a new development and that no school system had all the answers. The visits were well planned and a variety of different school systems in different states were visited.

Career Advisory Council

Early in the project a Career Advisory Council was formulated. It was well organized and consisted of representatives from the professions, the trades and other occupations. The advisory council was informed of project activities and did have some opportunity to respond to their role in the project. The following activities were assigned to the Council:

1. Assist teachers in evaluating courses in terms of the Career Education Objectives.
2. Advise and recommend materials, equipment and apparatus necessary for learning.
3. Assist in keeping the public informed regarding the career program and in relaying public opinion to the school.

The above role of the Advisory Council was very realistic in terms of contributing to the project. Future activities could involve the Advisory Council in assisting school personnel in developing and implementing activities involving the participating of the community.

In-Service Education Activities

In addition to visits to other schools, the big thrust has been in exposing teachers to the self-enhancing education techniques. Teachers were invited but not forced to attend the courses taught at their schools. The majority of teachers participated. This class which followed what was already a full day's work was not always attended by all class members. Most of the teachers, however, made an honest effort to absorb as much of the material as possible.

A number of workshops have been held for the teachers to introduce them to the various aspects of career education. More workshops are presently being planned to teach the faculty how to use the materials being made available. It appears that the staff is doing more than one could expect in implementing career activities.

Promotional Activities

Slide Film

Promotion consisted of several activities worthy of mention.

A slide film with background audio was developed during the summer of 1974. This was previewed by the State Career Education Coordinator, Mr. Robert Lamp, the evaluation team, and other faculty. It was later shown to other interested groups in the community. This slide film is to be revised with the audio to be synchronized automatically with the slides. Of the promotional activities, the evaluation team thought this was one of the most important and commends the staff for a quality product.

Banquet for Reporting Progress

A banquet was held on March 24, 1975 to report on progress made in career education as well as other educational projects. Members of the school administration, the advisory council, the evaluation team, members of the curriculum team, members of the school board and other school personnel were present. Status reports of the career education projects were made by various members of the curriculum writing teams and others. Mr. Lowell Latimer, Assistant Superintendent, was the facilitator. The slide film was shown to the group. In addition, a number of career education materials were on display for observation by the group. This activity was very well planned and seemed to be enjoyed by all as well as being educational.

PRODUCTS OF GRANT PROJECT

Slide Film

The slide film prepared by members of the writing team has been discussed previously under promotional activities.

Curriculum Guide

The writing team was employed to produce a curriculum of career education activities. The heart of the career education program for the classroom teacher is involved in these aids. A separate activities booklet was prepared for each major subject matter area. Following is a brief review of each booklet:

Art Activities Booklet

This phase of the Guide covered orientation to careers in art, advertising, graphic arts, commercial art, furniture designer, architecture, cartooning, packaging design, fashion illustration, mural painting, interior design, and others. There was also some emphasis placed on the need of art in our society.

There could have been some emphasis placed on the use of art for personal enjoyment and leisure time.

Industrial Arts Activities Booklet

This booklet including activities concerning the construction, drafting, building trades, mechanics field, and others. The exploratory and hands on experience could be very beneficial to students concerning one of these fields. No grades during the exploratory experience is considered a valid procedure. In some respects, this booklet is somewhat limited. It is assumed that in the future activities will be added.

Mathematics Career Booklet

A wealth of career education activities is included in this booklet. The mathematic games and gaming techniques suggested could be used quite effectively although they may not be directly related to a career. An over emphasis on these techniques could be self-defeating. Other activities have personal-use applications which could be very worthwhile. The attitude scale entitled "My Feelings About Math" can have very valuable applications toward determining a students' interest in pursuing a career with math. There are some activities which may have duplication with economics, home economics, consumer education, and other subjects. Some coordination may be necessary.

This booklet resulted from a lot of work and its worth will be realized when applications are made of these activities.

Home Economics Booklet

This section does a good job in orientation to different occupations. The breakdown in careers in the areas of foods and nutrition, textiles and clothing, home management, and family economics, human development, and the family, and home furnishings and housing is very complete. There could have been more activities as the number included was somewhat limited.

Physical Education Career Booklet

This booklet includes activities on health occupations, values on health care, smoking, alcohol, and how a person views himself. An orientation is also made to careers in the allied health fields. Considerable attention is given to attitudes and feelings students have of themselves and others. The checklist on "Myself" is indeed interesting and should prove thought provoking on the part of students. The activities on work safety and occupational hazards is the type of topic that illustrates the professionalization of subject matter as a concept of career education.

The coverage of this booklet was quite complete with some exemplary type activities.

Language Arts Activity Booklet

This booklet is not only extensive and complete, it has some very good activities. Much emphasis is placed on the development of the individual and his value system. An attempt is made to relate these work values to career selection. These are the activities that exemplify career education at its best. Some duplication could occur in activities relating to telephone, mail orders, telegrams, and other topics. The letter of application would also be covered in business courses. It is realized, however, that the coverage of this and other related topics need to be presented in courses completed by all students. The activities relevant to obtaining employment has considerable merit. An orientation to the communication arts and related career fields makes this booklet complete. There are always many other topics and activities which could be included. The area of English and the communication arts have tremendous implications for careers in other fields. In fact, it is the basis for success in the majority of all careers. This booklet is complete and well done.

Social Studies Activities Booklet

This booklet contains a vast amount of materials related to social service and related occupations. Not only does the unit contain exercises concerning occupations but considerable material is provided to introduce students to some of the economic problems of life. Sections on trust, prejudice, marriage and related topics are also included in the section. Topics such as these offer an opportunity for the student to observe in their interactions some of the problems they will encounter not only in occupations but in life.

Science Activities Booklet

The science booklet contains a variety of activities that range all the way from a speaker to an experiment. The experiments are designed to give the students an introduction to the types of activities professionals in the area will do. It would appear that considerable scientific knowledge would be gained from the experiments in addition to the introduction to the world of work.

Music Activities Booklet

At this time this section of the booklet contains some good material, but it is meager in relation to the rest of the book.

Curriculum Enrichment Material

This section of the book lists the materials available to the teacher in teaching various career education units. It appears that a vast amount of material has been collected in the brief time since the project has begun.

Junior High Resource Personnel

This section contains a list of junior high staff members and their specialties as well as their hobbies. This section should prove very helpful in tapping frequently unrecognized talent that exists within the school system. The booklet contains names of not only faculty but also supporting staff. This section appears to be quite complete and shows alot of creativity on the staff's part in accumulating the material. It also indicates an effort on the staff's part to make education a total thing with all staff contributing from their total life styles.

Audio-Visual Materials

The list includes a number of cassettes on various occupations. The coverage is rather extensive. Both professions and the trades are covered. The list is extensive enough to merit considerable use by students and staff when made available.

OBSERVATIONS CONCERNING GOAL ACHIEVEMENT

Teacher Attitudes

The teachers who have been involved in the curriculum writing are enthusiastic about the program development.

As mentioned previously in the report, on-site visits were arranged for many of the teachers. All the junior high teachers were encouraged to participate in Self-Enhancing Education courses that were taught at all of the junior high schools. The teachers did not seem to be opposed to participating in such activities. The bulk of the teachers appear to be approaching career education positively but cautiously.

A survey conducted by Mr. Bertoch describes the present state of faculty's opinions toward their use of career education.

1. Have you utilized any of the suggested career education activities?

School	Yes	No
Memorial	14	8
Jim Hill	18	8
Erik Ramstad	12	7
TOTAL	44	23

It will be noted from the responses to question 1 that two-thirds of the teachers have utilized some of the suggested career education activities.

2. Have you used any of the audio-visual materials from the collection at the Jim Hill Library?

School	Yes	No
Memorial	4	18
Jim Hill	15	11
Erik Ramstad	2	17
TOTAL	21	46

It can be seen from the results of question 2 that two-thirds of the teachers are not making any use of the audio-visual materials from the Jim Hill Library. It will be noted that the largest segment of disusers are at Memorial and Erik Ramstad. It may be that locating all the material at one school produces an inconvenience too great to overcome.

3. Do you feel it is possible to integrate the career education activities into your present curriculum?

School	Yes	No
Memorial	18	4
Jim Hill	25	1
Erik Ramstad	16	3
TOTAL	59	8

From the responses in question 3 it can be seen the 88% of the teachers feel that career education can be worked into the present curriculum. It is unknown how the other 11% feel. It may be that they see the need for total curriculum revision or it may be that they see career education as inappropriate to their area.

4. Have you used any of the resource people in your building as listed in the resource directory?

School	Yes	No
Memorial	2	20
Jim Hill	2	24
Erik Ramstad	4	15
TOTAL	8	59

The results of question 4 indicate that only 11% of the teachers have made use of resource people in their building. This may indicate a need for greater awareness on the part of the faculty concerning the talents available. It is possible that seeing a person in a particular role produces biased thinking which prohibits one from seeing that person in another role.

5. In your opinion is career education, as defined in your booklet, necessary for 7th and 8th grade students?

School	Yes	No
Memorial	19	3
Jim Hill	24	2
Erik Ramstad	11	8
TOTAL	54	13

The results of question 5 would indicate that approximately 20% of the faculty do not see career education as defined in the booklet as necessary for 7th and 8th graders. These attitudes are unclear to the evaluators and additional information should be obtained concerning the reasons for the teachers responses.

Student Attitudes

The evaluators visited with a number of students to elicit their attitudes toward career education and to determine if they viewed implementation activities taking place.

The students had thoroughly enjoyed the games that had been utilized as teaching devices. They were able to translate them to practical life situations. It appears that considerable learning resulted from these techniques.

Considerable misinformation existed among the students concerning some occupations. I doubt that the career education program can be criticized because of this since the program is new and all the occupations cannot be covered in such a short length of time. The students' knowledge of many occupations indicated some real positive advancements.

The students had especially enjoyed their field visits and speakers. If the students were to participate in selecting activities, I feel they would have chosen many more of these activities. They enjoyed film strips but they felt a need to discuss them after viewing. The teachers apparently felt the film strips were rather complete and did not take time to discuss them.

The students knew alot more about the professions than the trades. Their attitude toward the trades can best be described as, "O.K. for him, but not me." It would appear that the teachers will need to consider values and work with them in addition to the career information.

The students observe some faculty attempting to do alot with careers in the classroom while others are doing very little. I would assume this could be expected since the project is new and varying lengths of time will be required for faculty to assimilate careers into their course content. The student attitudes toward what is occurring can be described as favorable.

Other Observations

Administrative Support

One of the factors very evident to the success of the career development project in the Minot schools has been the support of the administrative supervisor and counseling staff. They have provided leadership, moral support, and originally spearheaded the development of the grant project. Without the tireless effort of these people, the project would not have progressed to the point where it is now.

Planned Future Activities

In discussing the future career education activities with Mr. Ron Bertoch, the following were listed:

1. Revise filmstrip.
2. Prepare 19 video tapes this summer to be ready by September. These will be prepared in the community and will cover such careers as physical therapy, plumbing, construction, communications, music, manufacturing, law enforcement, and farming and related activities.
3. Review and rewrite curriculum guide.
4. Update library and prepare materials for dissemination.
5. Continue with self enhancement project.
6. Continued in-service education through departmental meetings.

The above list is very impressive. The evaluation team believes that a planned program of future activities will insure continued implementation of the career education program.

RECOMMENDATIONS

There are some recommendations which can be made. Perhaps the personnel who have worked closely with the project are aware of these suggested recommendations. Some of the following suggestions have been previously made in the report and are reiterated here for emphasis:

1. Continued emphasis should be given to maintaining momentum in further refinement and implementation of the career education program.
2. Student input should be utilized in revising the curriculum guide and in making other decisions concerning the program.
3. Future curriculum revision should stress more heavily other phases of career education such as economic awareness and career problem solving.
4. Continued in-service training, particularly through departmental meetings, should be emphasized.
5. Greater involvement of the school counselors is needed. In studying careers students will naturally become interested in their capabilities in relation to careers and the counselors will play an important role in this decision making process.

F. Conclusions and Recommendations:

The following conclusions and recommendations are based on activities conducted through the Research and Development Project in Career Education. Each of the conclusions and recommendations is a result of the project components outlined in the original proposal and is determined through observations, visitations and analysis of data from students and teachers.

Conclusions:

1. Students need and want to know about their future career options. One of the best ways to accomplish this goal is through a combined use of subject matter and community resources.

2. The role of the counselor needs to be clarified. Orientation sessions with students about the function of the counselor in the junior high school need to be conducted.

3. Communication between students and parents need to be enhanced. Counseling sessions involving both students and parents is a realistic approach to the goal.

4. Student interest, ability and aptitude need to be related to opportunities in the labor force. Students are not presently correlating their abilities and experiences to a future career choice.

5. Teachers are not making full utilization of occupational resource materials available to them. The exception to this situation seems to be those cases where career education resource materials are centrally located.

6. The junior high school teachers involved in this project recognize career education as a valid educational concept and accept the approach to its implementation.

Recommendations:

The recommendations from this project center around two major topics: Counselor involvement in classroom activities and In-service training for teachers. The scope of the project provided for review of these two areas and dictated the following recommendations:

1. The guidance counselor needs to be involved in the classroom activities in the school system for the purpose of:

   A. Defining his role in the school.
   B. Meeting and knowing all students.
   C. Conducting sessions on self-enhancing education and values clarification.

D. Assisting junior high school students in the planning and preparation for high school in respect to their abilities, aptitudes and the career options available to them upon completion of high school.

2. Extensive in-service training for teachers needs to be conducted to discuss:

A. Availability of career education materials and the feasibility of a central resource library.
B. Intra and inter school observations of career education activities in other classrooms.
C. Community resources available.
D. Expansion of career fair concept.
E. Periodic updating, revising and additions to the existing curriculum.
F. The feasibility of an on-the-job experience for students during the junior high school career.
G. Utilization of school staff personnel as resource persons in the career fields.
H. Coordination and expansion of the career education concept between the elementary, junior high and senior high school levels.

APPENDICES

APPENDIX A

CAREER EDUCATION COMPOSITE CREST

Composite Crest Developed from Teacher Suggestions

Explanation:

1. Teachers see career education as a tossed salad, full of choice morsels but tossed about and a bit mixed up, not yet ready to be served but open for exploration.

2. Teachers see the guidance ccunselor with his doors open to both the teachers and the students. He is ready to help them, he is also seen as a facilitator in the student-parent-teacher triangle.

3. Teachers see themselves as operating with a link in the chain broken between the students and themselves, the level of communication and trust is not secure. They also see themselves as a drag, occasionally holding the students from reaching their full potential at that point in time.

4. Teachers express the desire to have the students see them with a complete chain, full communication, able to plug into each others' needs with a caring, happy smile and an ear that honestly hears what they are saying.

5. Teachers believe that a career education program is needed so that the time lines of the students' lives can extend continuously in a sometimes changing but unbroken life from school through productive, happy, adult life, and as a way to prepare the student for the maze life presents from start to "success."

APPENDIX B

TEACHER SURVEY OF "SECONDARY CAREER DEVELOPMENT CONCEPT"

DATE _____

SUBJECT(S) AND GRADE LEVEL _____

Years of Teaching Experience _____ NAME _____

SECONDARY CAREER DEVELOPMENT CONCEPTS

Part I: Please check each of the following career concepts yes or no depending on whether or not it is part of your present classroom activity. Part II: Circle the grade level at which the concept should be introduced. Please complete all items.

Part I			Part II
Part of your classroom activity		Concepts	Grade Levels
Yes	No		
___	___	Example: All jobs have dignity.	5 6 7 8 9 10 11 12
___	___	1. Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.	5 6 7 8 9 10 11 12
___	___	2. Individuals live in a particular geographical location due to the nature of their work.	5 6 7 8 9 10 11 12
___	___	3. Relating career possibilities to school subjects helps improve student motivation.	5 6 7 8 9 10 11 12
___	___	4. Worthy use of leisure time is vital to mental health and happiness in a career.	5 6 7 8 9 10 11 12
___	___	5. Exploratory work experience helps improve knowledge about careers.	5 6 7 8 9 10 11 12
___	___	6. Workers of the future may have to re-train two or more times during a lifetime.	5 6 7 8 9 10 11 12
___	___	7. Individuals need a good general education as preparation for a changing world.	5 6 7 8 9 10 11 12
___	___	8. The individual should learn to be self-governing as he enters the world of work.	5 6 7 8 9 10 11 12
___	___	9. A satisfying career contributes to mental health.	5 6 7 8 9 10 11 12
___	___	10. Career Choice is a developmental process	5 6 7 8 9 10 11 12
___	___	11. Individuals are people, object or idea oriented.	5 6 7 8 9 10 11 12
___	___	12. Interaction with workers help improve knowledge about careers.	5 6 7 8 9 10 11 12
___	___	13. Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.	5 6 7 8 9 10 11 12
___	___	14. Leisure time activities affect career choice, (Hobbies, etc.)	5 6 7 8 9 10 11 12
___	___	15. School subjects have significance for career exploration	5 6 7 8 9 10 11 12
___	___	16. Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.	5 6 7 8 9 10 11 12
___	___	17. Young women as well as young men should prepare for a career	5 6 7 8 9 10 11 12
___	___	18. Individuals cultural and socio-economic backgrounds affect career choices.	5 6 7 8 9 10 11 12
___	___	19. Information about careers is needed by all individuals.	5 6 7 8 9 10 11 12
___	___	20. Individual attitudes affect success in a career.	5 6 7 8 9 10 11 12
___	___	21. Such factors as age, sex, race and religion no longer limit career possibilities to the extent that they have in the past.	5 6 7 8 9 10 11 12
___	___	22. Individuals' value systems affect career choices.	5 6 7 8 9 10 11 12

SECONDARY TEACHER INVENTORY OF VOCATIONAL GUIDANCE AWARENESS

Please indicate your awareness of the vocational guidance services in this school system and the extent to which you feel they are adequate. Please be frank in your appraisal.

Part I: Please check to indicate whether or not the activity is carried out in your school.

Part II: Place a check in the column which represents your opinion of its adequacy.

Part I: Part of Your School Program?				Part II: To What Extent?				
YES	NO	NA		None	Inadequate	Adequate	Very Much	Uncertain
___	___	___	1. Is an organized program of vocational guidance available to all students?					
___	___	___	2. Has the staff cooperatively planned the vocational guidance program?					
___	___	___	3. Does the school have a standardized testing program which includes both ability and achievement tests?					
___	___	___	4. Have guidance services been provided to orient new students to the school?					
___	___	___	5. Do you discuss with your students the vocational applications of your subject matter fields?					
___	___	___	6. Have the seniors developed both immediate and long-range plans?					
___	___	___	7. Have you participated with the counselor and other teachers in case conferences concerning students?					
___	___	___	8. Are placement services provided to assist students to obtain additional education or training?					
___	___	___	9. Are organized activities provided to assist students in planning careers?					
___	___	___	10. Do the cumulative records contain information about the educational and vocational plans of students?					
___	___	___	11. Is individual counseling of students a part of the guidance program?					
___	___	___	12. Are informational materials on education provided and effectively used by students?					
___	___	___	13. Do you know the educational and vocational plans of the students in your class?					
___	___	___	14. Does the staff plan cooperatively the evaluation of the achievement of students in relation to their potential?					
___	___	___	15. Do the cumulative records contain information on the home and family background of students?					
___	___	___	16. Are teacher responsibilities in the guidance program clearly defined and understood?					
___	___	___	17. Are standardized test results interpreted to teachers for their use?					
___	___	___	18. Does the administrative staff support and assist in the development of the guidance program?					
___	___	___	19. Are informational materials available to students concerning personal and social development?					
___	___	___	20. Are group guidance procedures used in the guidance program?					
___	___	___	21. Do teachers accept and take advantage of the guidance services offered?					
___	___	___	22. Do you discuss with your students the educational implications of your subject matter field?					
___	___	___	23. Do the cumulative records contain information which indicate special abilities or talents of students?					
___	___	___	24. Do you seek the assistance of the counselor in helping students?					
___	___	___	25. Do you have an in-service education program for the staff on guidance services?					
___	___	___	26. Do you make referrals of students to the school counselor?					
___	___	___	27. Are the cumulative records of students accessible to teachers in your building?					
___	___	___	28. Is an opportunity provided for groups of students to discuss matters of concern to them?					
___	___	___	29. Are informational materials available to students concerning occupational opportunities and requirements?					
___	___	___	30. Are counselor-parent conferences held concerning students?					
___	___	___	31. Do student accept and take advantage of the guidance services offered?					
___	___	___	32. Is help given to students in planning an educational program to meet their individual needs?					
___	___	___	33. Do the cumulative records show an educational growth pattern of students?					
___	___	___	34. Do you hold conferences with parents concerning their children?					
___	___	___	35. Are organized activities provided to assist students in developing good study habits?					
___	___	___	36. Are teachers provided with summaries of important data from records and tests?					
___	___	___	37. Are parents informed of their children's standardized test results?					
___	___	___	38. Have students made realistic course selections in relation to their abilities and interests?					
___	___	___	39. Do the cumulative records contain anecdotal reports or summaries of student progress written by teachers?					
___	___	___	40. Does the guidance program include research and evaluation studies?					

TEACHER ATTITUDE SURVEY

Part I: Please check yes or no to indicate whether or not you feel the statement is valid.

Part II: Circle the number which describes the strength of your feeling.

Part I: A valid statement			Part II: Strength of my feeling				
Yes	No		Very Weak				Very Strong
____	____	1. Bright students have skills and abilities which are above those required by non-college occupations.	1	2	3	4	5
____	____	2. More emphasis should be placed on vocational-technical education and training.	1	2	3	4	5
____	____	3. Each student should be prepared with a saleable skill before leaving secondary school.	1	2	3	4	5
____	____	4. Handicapped students should receive more concentrated occupational orientation than other students.	1	2	3	4	5
____	____	5. Students in K-6 should be aware of their interests and abilities.	1	2	3	4	5
____	____	6. High school students should be encouraged to take more vocational-technical subjects.	1	2	3	4	5
____	____	7. An expanded vocational-technical program would reduce your school system's dropout rate.	1	2	3	4	5
____	____	8. Privately owned and operated vocational training schools should be given the opportunity to present their information programs at your school.	1	2	3	4	5
____	____	9. Private industry should be responsible for vocational education for those students who are not college oriented.	1	2	3	4	5
____	____	10. The requirements for graduation should be relaxed so that more vocational education might be included in a student's course work.	1	2	3	4	5

APPENDIX C

CAREER EDUCATION VISITATION SITES

CAREER EDUCATION

Observation Trip

Mr. Don Johansen
Independent School District #281
4148 Winnetka Avenue North
Minneapolis, MN 55427
544-8971 - Science Center
545-4239 - Community Career Center

Mr. Clayton Carlson
Watertown Intermediate SD #1
200 Ninth Avenue Northeast
Watertown, SD 57201

Mr. Al Hanner
Career Education Resource Center
Victor School
1610 North Victoria Street
St. Paul, MN

Williston, ND

Dickinson, ND

Devils Lake, ND

Bismarck, ND

West Fargo, ND

Bottineau, ND

MINOT PUBLIC SCHOOLS
Minot, North Dakota

CAREER EDUCATION GUIDELINES

Observation Trips

WHAT TO LOOK AT:

1. Class Scheduling Procedures:

   A. What is the scheduling procedure?

   B. How do teachers feel about present scheduling?

   C. How do students feel about present scheduling?

2. Career Education:

   A. How are careers introduced?

   B. Teacher and/or department responsibility.

   C. How do students react to the program?

   D. How and what kinds of exposure do students receive toward vocational areas?

   E. What kinds of in-service work is and was done for teachers?

   F. What are the classroom teaching methods and techniques being used?

   G. How was the career education program infused into the regular program?

   H. Pick up a copy of the current career education program.

3. Grading:

   A. Are there other methods of evaluating other than A, B, C, D and F?

   B. How do teachers and pupils perceive the grading method?

4. Class Loads:

   A. What are they?

   B. Who or what determines the class loads?

5. Individualization:

   A. How are students grouped?

   B. What special materials are available to teachers and pupils?

   C. Is there a special reading program?

   D. Is the school plant built in a traditional manner or how was it changed for a different schedule?

   E. Note any other innovations of teaching methods or schedule.

APPENDIX D

LETTER OF ACCEPTANCE FOR STAFF POSITION

MINOT PUBLIC SCHOOLS
215 2nd St. SE
Minot, North Dakota 58701

Dr. Lowell F. Latimer
Assistant Superintendent
Curriculum/Personnel

Telephone 838-4071

April 30, 1974

To:

From: Dr. Lowell F. Latimer

Re: Career's Project Curriculum Writing Staff

LETTER OF ACCEPTANCE FOR STAFF POSITION

I will accept the appointment as a curriculum writer for the junior high school careers project.

I understand that the project activities in which I will participate are as follows:

1. Attend a one week curriculum course designed to create individualization and openness in curriculum, Minot State College Campus, June 3 - 7, 1974.
2. Participate in writing sessions beginning on June 24 and continuing through July 26, 1974.
3. Prepare and edit final copy August 26 - 28, 1974.

I am willing to participate in various in-service activities which are scheduled during the course of my regular teaching contract.

I understand that the salary to be paid for the writing project will be based on $5.00 per hour for a four hour day.

I understand that the curriculum course registration fee will be refunded to me following the successful completion of the course.

I am willing to assist the district in in-service activities during the 1974-75 school year as the adopted curriculum in career education is presented to the staff and utilized.

Signature _____

Address _____

Telephone _____

Please return to my office on or before May 10, 1974.

APPENDIX E

CAREER EDUCATION WRITING TEAM

CAREER EDUCATION

WRITING TEAM

Kay Bertoch - Librarian
Clement Boechler - 8th Science
Blanding Borstad - 7th Science
Larry Goodman - 9th & 10th Math
Dennis Lum - Counselor
Chris Pettersen - 8th Social Studies
Peggy Portscheller - 7th English
Virginia Rush - 7th Math
Diane Storseth - 7th English
Jim Torgerson - 7th Science
Jean Sykes - Elementary
Ron Bertoch - Supervisor of Secondary Education
Dr. Lowell Latimer - Assistant Superintendent

APPENDIX F

DUTIES OF THE WRITING TEAM

MINOT PUBLIC SCHOOLS
Career Education Project
(Summer 1974)

CAREER EDUCATION IS

an opportunity for the student to learn to know himself better and view himself as a worth while person at school, at home, and in society.

a concept that leads toward the total growth and development of today's young person.

an exploration of student's attitudes, interests, and values and how these will relate to career opportunities.

a chance to explore the possibilities and potentials of various lifestyles.

a means of broadening the scope of a student's experiences and developing his individual potentials.

a means of integrating occupational goals with academic goals throughout the entire curriculum.

an aid in understanding and discovering the expectations of the world of work.

a long term process, exposing the student to the world of work as a meaningful educational experience, which may continue throughout an individual's lifespan.

GENERAL OBJECTIVES

1. Create self awareness of student's interest, abilities, and aptitudes.
2. Help students set realistic goals in light of knowledge of selves through cluster awareness and exposure.
3. Show relationship between school subjects and life-career opportunities.
4. Familiarize students with sources and uses of occupational materials in the library and the counselor's office.
5. Expose students to a wide range of occupational opportunities.
6. Understanding of goals and values and aspirations and how they relate to career choice.
7. Develop basic problem solving techniques.
8. Acquaint students with need for continuing education and/or training.
9. Infuse into the present curriculum some useable activities in individual subject areas.
10. Encourage students to be more accepting of varied jobs and lifestyles.
11. Work for more coordination between departments in relation to career education.

Minot, North Dakota

STUDENT SURVEY

GRADE _____

DIRECTIONS: Simply mark an X in the box to the right which best describes how you feel about the needs listed on the left, as they pertain to you personally. Be sure to complete all 40 items. Thank you!

I NEED:	VERY STRONG NEED	FAIRLY STRONG NEED	MODER-ATE NEED	FAIRLY WEAK NEED	VERY WEAK NEED	NO NEED
1. To better understand what I read.						
2. To get some "on-the-job" experiences.						
3. To understand, accept, and like myself better.						
4. To associate with a group of kids.						
5. To know how to apply for a job.						
6. To finish school work and tests in the allotted time.						
7. To know more about my academic weaknesses.						
8. To know how my interests relate to work.						
9. To know how to solve problems with my parents.						
10. To know how to interview for a job.						
11. To have my parents know about my occupational goals.						
12. To learn how to make decisions.						
13. To learn how to study better.						
14. To find courses relevant to my future.						
15. To set my goals in life.						
16. To get more information on trade schools.						
17. To be comfortable when speaking in class.						
18. To participate in extra-curricular activities.						
19. To develop confidence in myself.						
20. To be better listener and respond better to others.						
21. To have the school meet my needs as a student.						
22. To have access to information about occupations.						
23. To match requirements of a career with my interests.						
24. To talk about personal concerns with a counselor.						

STUDENT GUIDANCE SURVEY GRADE: ___

DIRECTIONS: Simply mark an X in the box to the right which best describes how you feel about the needs listed on the left, as they pertain to you personally. Be sure to complete all 40 items. Thank You!

I NEED:	VERY STRONG NEED	FAIRLY STRONG NEED	MODER-ATE NEED	FAIRLY WEAK NEED	VERY WEAK NEED	NO NEED
25. To know how my aptitudes relate to work.						
26. To be interested in my courses.						
27. To know what jobs are available to me.						
28. To be more tolerant of views with which I differ.						
29. To have classes on career planning.						
30. To have a counselor explain what I can realistically achieve.						
31. To learn how to tell others how I feel.						
32. To get information about job opportunities.						
33. To know more about specific jobs.						
34. To know more about the world of work.						
35. To more easily accept others.						
36. To have teachers relate subject matter to occupations.						
37. To know how my abilities relate to work.						
38. To understand how my feelings affect my behavior.						
39. To build bonds of trust with people.						
40. To know what prior training would be good for a profession.						

APPENDIX G

OCCUPATIONAL VIDEO TAPES

CAREER EDUCATION

Local Occupational Video Tapes:

Ambulance Services
Physical Therapy
Newspaper
TV Station
Computor Center
City Government
Community Agencies
Plumbing
Construction
Custom Woodworking
Medical Technology
Farming and Ranching
Law Enforcement, City & County
Transportation
Music
Dietary Kitchen
Food Distribution
Agri-Business
Manufacturing in Minot

APPENDIX H

SAMPLE OF A JUNIOR HIGH SCHOOL
STAFF PERSONNEL RESOURCE

CAREER EDUCATION DIRECTORY

Summer 1974

Minot Public School District #1

JIM HILL JUNIOR HIGH

Minot, North Dakota

This is a directory that includes most of the adult working staff at Jim Hill Junior High School.

The three indexes are located in the front of the directory and are organized by name, job, and interest. The numbers in the index are not page numbers, but have been assigned to staff members according to the alphabet.

The directory listing for each person is shown in this form:

A. Last name, first name or initial
B. Currect position at Jim Hill
C. Interests or hobbies
D. Past work experiences

The letters A - D represent these categories. The numbers are the index numbers.

TABLE OF CONTENTS

Prologue

Name Index - 63

Job Index - 64

Interest Index - 68

Directory - 71

NAME INDEX

1. Berntsen, Chuck
2. Bertoch, Kay
3. Bertoch, Ron
4. Besemann, Beulah
5. Bjerklie, Alene
6. Boechler, Clem
7. Boechler, Mary
8. Bolstad, Jim
9. Borstad, Skip
10. Bossert, Ramona
11. Brooks, Christine
12. Carlson, Ernest
13. Eggen, Gene
14. Faul, Helen
15. Gerhart, Richard
16. Grudem, Raymond
17. Hager, Bernardine
18. Hanson, Margaret
19. Hugelen, Audrey
20 Jackson, Jane
21. James, Maxine
22. Kittelson, Gayla
23. Kyes, Jim
24. Lang, Mary
25. Lee, Cyril
26. Lund, Allen
27. Nelson, Cliff
28. Nelson, Darlene
29. Nybadden, Jack
30. Ormiston, Dwight
31. Pearcy, Jo
32. Pettersen, Chris
33. Portscheller, Peggy
34. Rhone, Darrell
35. Rush, Virginia
36. Rutherford, Irene
37. Sande, Sandy
38. Seel, Jacob
39. Seier, Vivian
40. Sutton, Earl
41. Tande, Lyle
42. Trinka, Ted
43. Vold, Joyce
44. Washek, Janet
45. Westlake, Richard
46. Whitmore, Eurma
47. Willoughby, Betty

JOB INDEX

Administration--8, 33, 44, 45
Air Force--35
Antiques--13
Aerial Navigator--23
Army--30
Art--1
Assembly--14
Attendant: Gas Station--1, 6, 12, 30, 45
Auto Body worker--29

Babysitting--14, 18, 19, 22
Bartender--1, 45
Berry Picker--37
Biology--5, 9
Boiler Engineer--3
Bookkeeper--17, 18, 31, 36, 46, 47

Camp Counselor--33, 35
Car Hop--19
Card Dealer--33
Caretaker--37
Carpenter--8, 9, 16, 40
Cashier--14, 31, 46
Choir Director--19
Clerk--36
  Credit--31
  Drug--10
  Grocery--6
  Payroll--31
  Sales--2, 18, 20, 27, 31, 32, 37, 44
Cocktail Waitress--33
Coach: Basketball--1
  Football--29, 30
  Gymnastics--6, 20, 22
  Softball--33
  Track--20, 22
  Wrestling--26, 29, 30
Coast Guard--42
Combining--25
Concrete Block Construction--26
Concrete work--9, 16
Construction worker--1, 23, 30, 42
Cook--7, 24, 32, 42
Counselor--16
Crop Spraying--29
Cub Scout--5
Curriculum Writing--32
Custodian--6, 12, 15, 25, 34, 20

JOB INDEX

Delivery Man--38
Director: Choir--19
Recreation--35
Donut Maker--18
Drape Hanger--30
Driver: Bus--1
Truck--8, 13, 23, 25, 26, 30
Driver's Education Instructor--1, 29
Dry Cleaner--3

Electronics--23
Elevator Operator--18
Engineer--3
Equipment Operator--6

Factory worker--14, 21
Farming--1, 6, 8, 13, 16, 34, 40, 41, 42
Farm Labor--9, 11, 12, 25, 26, 27, 38
Floor Covering Installation--9
Fruit Cannery--26

Governess--33
Grain Buyer--34
Grain Elevator worker--42
Grocery Store--6, 22, 28, 32, 36, 39, 45

Highway Department--30, 38
Hospital--17

Insurance--6, 8

Janitor--see Custodian

Kindergarden teacher--36
Kitchen worker--

Lab Assistant--5

Legal Secretary--33
Librarian--2, 33, 35, 36
Library Aid--44
Lumber Yard worker--42
Lunch Personnel--4, 7, 10, 14, 17, 24, 28, 38, 42, 46

Mail Order Dept.--31
Manager: Concession Stand--32
Grocery Store--45
Hamburger Stand--1
Motel--38, 46
Swimming Pool--22
Theatre--46
Restaurant--32
Maxwell House Coffee--30
Meat Packer--27
Medical Technician--5
Mining--40
Moving and Storage--26

Nash Finch Co.--30
Newspaper--32
Nurse: Aide--21
Personal--11
Psychiatric--2
Practical--35

Office worker--18, 32, 42
Oil Field Switcher--41
Organist--19

Painter: House--3, 6, 16, 42, 45
Industrial--6
Paperboy--6, 37
Piano teacher--19, 36, 44
Plumbing--9
Police--15
Post Office worker--20
Public Relations--33

Radiatorshop--12
Radio Operator--23

Railroad--1, 29, 45
Receptionist--10, 20
Rodman--38
Roughneck--1

Sales: Car--1
Checker--37
Clerk--2, 18, 31, 37, 44
Door-to-Door--30
Grocery--36
Insurance--6, 8
Retail--32, 35
Sanitation Department--9, 25
Scout Leader--36
Secretary--5, 18, 31, 46, 19, 20, 33, 36, 47
Security Police--15
Sewing--4
Sheet Metal--6, 23
Shoe Factory--21
Soda Jerk--5, 36
Supervisor--27, 29
Surveying--9, 45
Switchboard Operator--20, 46

Teacher: Art--5
Band--13
English--8, 11, 33, 37, 42
Home Ec.--22
Industrial Arts--40
Librarian--2
Math--23, 26, 35, 44
Phy. Ed.--20, 29, 30
Piano--44
Science--3, 1, 6, 9, 41
Social Studies--27, 32, 36, 38
Special Education--21
Telephone--1
Theatre--28
Trailor Installation--16
Tree Planter--26
Truck Driver--see Driver: Truck

Waitress--14, 20, 28, 33, 37
Welder--6

Zoo Keeper--29

INTEREST INDEX

American Legion Auxiliary--47
Antiques--13
Art--15
Auto Repair--23

Badminton--37
Baking--19, 23, 37
Baseball--20, 30, 33
Basketball--1, 16, 20, 29, 30, 45
Biking--9, 19, 23, 25, 29, 33, 35
Biology--3, 9, 41
Birds--31
Boating--28, 33
Bowling--45
Bridge--36

Camping--14, 23, 26, 32, 33, 40
Canoeing--33
Canning--11, 24
Cards--47
Carpentry--6, 13, 16
Church--5, 6, 19, 32, 35, 36, 40
Coin Collecting--27
Cooking--4, 5, 6, 7, 11, 19, 20, 21, 28, 33, 35, 36, 39, 41, 42, 43
Crafts--5, 10, 37
Crocheting--7, 10, 14, 20, 21,22, 39

Dancing--6, 25, 37
Dogs: Breeder--35
Retrievers--3
Training--9
Drawing--6

Electronics--23

Fishing--1, 8, 9, 15, 16, 17, 23, 25, 26, 28, 30, 31, 33, 38, 37, 42, 45
Fonduing--20, 33
Fossil Collecting--6
Football--1, 20, 29, 30, 33

Gardening--1,6, 11, 12, 14, 16, 23, 24, 25, 31, 32, 34, 43

Golf--5, 16, 45
Guitar--19, 33
Guns--3, 26

Ham Radio--23
Handyman--23
Hiking--27
Horseback Riding--11, 22, 33, 37
House Painting--39
Hunting--1, 3, 8, 9, 15, 16, 23, 26, 30, 38, 42, 43, 45

Mechanics--6, 12, 34
Motorcycling--9, 37
Music--11, 17, 18, 19, 20, 27, 31, 46

Nature Study--26, 41
Needle Craft--20, 46

Organ--11
Outdoor Activities--10, 18, 20, 28, 29

People--18
Photography--8, 31
Piano--11, 19
Ping Pong--32
Plant Collecting--6
Plays--19

Reading--2, 5, 9, 11, 17, 18, 19, 23, 27, 31, 35, 36, 37, 38, 42, 46, 47
Riflery--33
Rock Collecting--6

Sailing--23, 35
Scrapbooks--31
Scuba Diving--9
Sewing--4, 5, 10, 14, 18, 20, 22, 28, 39, 43, 44
Skating--19

Skiing--22
Snowmobiling--8, 44
Softball--1, 20, 29, 30, 33
Sports--27
Square Dance--25
Squirrels--31
Swimming--1, 3, 9, 10, 19, 20, 22, 25, 32, 37

Tennis--1, 16, 22, 26, 33, 37, 44
Theater--27, 46
Toastmasters--6
Track--1, 20, 30
Travel--3, 7, 19, 32, 33, 34, 35, 41, 46
Tropical fish--6, 32

Welding--16
Wildlife--41
Woodworking--9, 34, 40
Wrestling--26
Writing--42

Yardwork--1

DIRECTORY

1. A. Berntsen, Chuck; B. Science teacher; C. Hunting, fishing, basketball, football, softball, track, swimming, tennis, yardwork, gardening; D. Farming, roughnecking, telephone company, gas station attendant, construction, driving bus, bartending, manage hamburger stand, railroad, driver's education, art, car salesman, coach.

2. A. Bertoch, Kay; B. Librarian; C. Reading; D. Sales clerk, nurse (psychiatric).

3. A. Bertoch, Ron; B. Administrator Supervisor; C. Hunting travel, dog (retrievers), guns, biology, swimming; D. Dry cleaner, boiler engineer, house painter, teacher.

4. A. Besemann, Beulah; B. Lunch Personnel; C. Cooking, sewing, D. Sewing.

5. A. Bjerklie, Alene; B. Art teacher; C. sewing, reading, crafts, cooking, church, golf; D. Medical technician, kitchenwork, Cub scouts, Soda jerk, biology research, lab assistant, secretary.

6. A. Boechler, Clem; B. Science teacher; C. Cooking, carpentry, plant collecting, church, gardening, toastmasters, drawing, mechanics, tropical fish, rock collecting, fossil collecting, dancing; D. Heavy equipment operator, welder, custodian, gas station attendant, farm labor, house painting, sheet metal, salesman (insurance), grocery clerk, paperboy, coach.

7. A. Boechler, Mary; B. Lunch Personnel; C. Cooking, crocheting, traveling; D. Cooking.

8. A. Bolstad, Jim; B. English teacher; C. Hunting, fishing, photography, snowmobiling; D. Truck driver, farm labor, carpenter, crop insurance, administrator.

9. A. Borstad, Skip; B. Science teacher; C. Hunting, fishing, swimming, dog training, scuba diver, woodworking, reading, biology, motorcycling, biking; D. Carpentry, concrete, sanitation, farm labor, biology research, surveying, plumbing, floor covering installation.

10. A. Bossert, Ramona; B. Lunch Personnel; C. Sewing, crocheting, craft, swimming, outdoor activities; D. Drug store clerk, receptionist.

11. A. Brooks, Christine; B. English teacher; C. Music, piano, organ, gardening, reading, cooking canning, horseback riding; D. farm work, personal nurse.

12. A. Carlson, Ernest; B. Custodian; C. Mechanics, gardening; D. Radiator work, gas station attendant, farm labor.

13. A. Eggen, Gene; B. Band teacher; C. Antiques, carpentry; D. Farming, truck driving, restoring antique organs.

14. A. Faul, Helen; B. Lunch Personnel; C. Sewing, crocheting, gardening, camping; D. Babysitting, waitress assembly worker (factory), cashier.

15. A. Gerhart, Richard; B. Custodian; C. Fishing, hunting, art; D. Security police.

16. A. Grudem, Raymond; B. Guidance Counselor; C. Carpentry, welding, fishing, hunting, golf, basketball, tennis, gardening; D. Farming, mobile home installation, concrete worker, carpentry, painting.

17. A. Hager, Bernardine; B. Lunch Personnel; C. Reading, music, fishing; D. Hospital bookkeeper.

18. A. Hanson, Margaret; B. Secretary; C. Reading, sewing, people, outdoor activities, music; D. Babysitting, office work, clerk sales, donut maker, elevator operator, bookkeeper.

19. A. Hugelen, Audrey; B. Music teacher; C. Music, piano, traveling, reading, guitar, baking, cooking, church, plays, swimming, skating, biking; D. Secretary, choir director, piano lessons, babysitting, carhop, organist.

20. A. Jackson, Jane; B. Phy. Ed. teacher; C. Cooking, sewing, needle-craft, music, outdoor activities, fonduing, crocheting, football, basketball, track, softball, baseball, swimming; D. Saleswoman, waitress, secretary, receptionist, custodian, post office worker, switchboard operator, coach-track, gymnastics.

21. A. James, Maxine; B. Special Education; C. Crocheting, cooking; D. Nurse's aide, shoe factory.

22. A. Kittelson, Gayla; B. Home Ec. teacher; C. Swimming, skiing, tennis, sewing, horseback riding, crocheting; D. Babysitting, grocery clerk, track and gymnastics coach, swimming pool manager.

23. A. Kyes, Jim; B. Math teacher; C. Fishing, hunting, electronics, handyman, auto repair, gardening, biking, ham radio, reading, camping, sailing, baking; D. Construction, truck driver, radio operator, sheetmetal worker, aerial navigator, electronics.

24. A. Lang, Mary; B. Lunch Personnel; C. Canning, gardener; D. Cooking.

25. A. Lee, Cyril; B. Custodian; C. Square dancing, fishing, gardening, biking, swimming; D. farm labor, truck driver, combining, sanitation department.

26. A. Lund, Allen; B. Math teacher; C. Hunting, fishing, gunsmithing, tennis, camping, nature study, wrestling; D. Farm labor, fruit cannery, truck driver, moving and storage, tree planting, concrete block construction, coach-wrestling.

27. A. Nelson, Cliff; B. Social Studies teacher; C. Coin collecting, reading, hiking, theatre, sports, music; D. Farm labor, meat packer, salesman, supervisor.

28. A. Nelson, Darlene; B. Lunch Personnel; C. Cooking, sewing, boating, fishing, outdoor activities; D. Waitress, grocery store, theatre.

29. A. Nybakken, Jack; B. Phy. Ed. teacher; C. Reading, outdoor activities, softball, basketball, football, biking; D. Driver's education, zoo keeper, railroad, crop spraying, autobody work, supervisor, football-wrestling coach.

30. A. Ormiston, Dwight; B. Phy. Ed. teacher; C. Hunting, fishing, football, softball, baseball, basketball, wrestling, track; D. Construction, gas station attendant, door-to-door salesman, highway department, drape hanger, truck driver, Army, Nash Finch Co., Maxwell House Co., football and wrestling coach.

31. A. Pearcy, Jo; B. Secretary; C. Flowers, reading, fishing, photography, scrapbooks, music, birds, squirrels (animals); D. Sales clerk, cashier, credit clerk, payroll clerk, mail order department, bookkeeper.

32. A. Pettersen, Chris; B. Social Studies teacher; C. Traveling, ping pong, tropical fish, swimming, camping, gardening, church youth activities; D. Sales, office worker, restaurant manager, cook (short order), concession stand manager, grocery store, writing, newspaper distribution.

33. A. Portscheller, Peggy; B. English teacher; C. Guitar, riflery, tropical fish, biking, boating, canoeing, horseback riding, fonduing, cooking, traveling, camping, baseball, softball, football, tennis; D. Coach, camp counselor, Public Relations, governess, cocktail waitress, librarian, legal secretary, administrator, card dealer.

34. A. Rhone, Darrell; B. Custodian; C. Woodwork, travel, gardening, mechanics; D. Farming, grain buyer.

35. A. Rush, Virginia; B. Math teacher; C. Sailing, church, dogs, cooking, traveling, reading, biking; D. Recreation director, camp counselor, Air Force, retail sales, librarian, nursing (practical).

36. A. Rutherford, Irene; B. Social Studies teacher; C. Bridge, cooking, reading, church; D. Piano teacher, kindergarden teacher, secretary, clerk, bookkeeper, librarian, scout leader, soda jerk, grocery sales.

37. A. Sande, Sandy; B. English teacher; C. Horseback riding, tennis, badminton, reading, fishing, swimming, motorcycling, baking, crafts, dancing; D. Waitress, paper route, sales clerk, sales checker, care-taker (lawns and sidewalks), berry picker.

38. A. Seel, Jacob; B. Social Studies teacher; C. Hunting, fishing, reading; D. Delivery man, highway department rodman, motel manager, farm labor.

39. A. Seier, Vivian; B. Lunch Personnel; C. Crocheting, sewing, cooking, house painting; D. Grocery store.

40. A. Sutton, Earl; B. Industrial Arts teacher; C. Woodworking, church, camping; D. Farming, carpentry, mining.

41. A. Tande, Lyle; B. Science teacher; C. Nature, biology, wildlife, traveling, cooking; D. Oilfield switcher, farming.

42. A. Trinka, Ted; B. English teacher; C. Hunting, fishing, reading, cooking, writing; D. Farming, Coast Guard, construction, office worker, cooking, lumberyard worker, grain elevator, house painter.

43. A. Vold, Joyce; B. Lunch Personnel; C. Cooking, gardening, sewing.

44. A. Washek, Janet; B. Math teacher; C. Snowmobiling, hunting, sewing, tennis; D. Sales clerk, administrator (elem. principal), piano teacher, library aid.

45. A. Westlake, Richard; B. Administrator; C. Bowling, basketball, hunting, golf, fishing; D. Painting, stockboy (grocery store), railroad, surveyor, gas station attendant, bartender, grocery store manager.

46. A. Whitmore, Eurma; B. Secretary; C. Reading, needlework, travel, theatre, music; C. Cashier, bookkeeper, motel manager, switchboard operator, theatre manager.

47. A. Willoughby, Betty; B. Lunch Personnel; C. Reading, cards, American Legion Auxiliary; D. Secretary, bookkeeper.

APPENDIX I

ADVISORY COUNCIL

CAREER EDUCATION PROJECT

ADVISORY COUNCIL

Mrs. Jack Benest - Parent
Del Bjork - Supv. Vocational Education, Minot Public Schools
Carol Brandt - State Employment Agency
Dr. Richard Crisera - Medical Pathologist
John Gefroh - Bricklayer, City Councilman, and Labor Union
Phyllis Hellickson - Former High School Student, Secretary
Erling Schlak - Agri-Business and Farmer
Craig Wendschlag - High School Student